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ABSTRACT

A comprehensive bibliography on linguistic input in the home, clinic, and/or classroom is presented. Three general categories of materials are included: language spoken to normal children, cross-cultural studies, and language spoken to special populations. Linguistic input is a term that refers to the special language register that parents use to address infants and young children. Typically, language directed to young children is contrasted with adult-to-adult conversation. Over 100 features of "baby talk" have been reported to occur cross culturally, in different socioeconomic groups and when parents address their typical children. Adults who are not parents and older children also adjust their language level when addressing infants and younger children. Bidirectional behaviors (i.e., adult perceptions and the child's linguistic level) appear to interact to stimulate the use of baby talk. It is suggested there is a need to decipher these interactive behaviors to conclusively establish the relevance of linguistic input for the language-learning child. The bibliography includes an author index that indicates the category under which the author is listed. (SW)

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Linguistic Input: A Comprehensive Bibliography. Adele Proctor, Northeastern University, Boston, MA, 02115, U.S.A.

Introduction:

The special language register which parents use to address infants and young children has been labeled linguistic input, baby talk, motherese, fatherese, caregiver speech, parental speech and maternal language. Typically, language directed to young children is contrasted with adult to adult conversation. Over 100 features of 'baby talk' have been reported to occur cross culturally, in different socioeconomic groups and when parents address their atypical children. Adults who are not parents and older children also adjust their language level when addressing infants and younger children.

Bidirectional behaviors, i.e., adult perceptions and the child's linguistic level, appear to interact to stimulate the use of baby talk. Currently, there remains a need to decipher these interactive behaviors to conclusively establish the relevance of linguistic input for the language-learning child. There are a number of methodological and theoretical issues that require further study.

The purpose of this comprehensive bibliography is to provide a data base for those who are interested in pursuing the study of linguistic input in the home, clinic and/or classroom. This set of references is organized around three general categories: (1) language spoken to normal children; (2) cross cultural studies; and (3) language spoken to

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special populations. Because criteria for selecting references in each of the categories was loosely defined, an author index is provided citing author(s) and category under which the author(s) is listed. The coding for this index is as follows: N (Normal Children), CC (Cross Cultural) and SP (Special Populations).

The organization of this guide was prepared with the assistance of Linda Raskind, Graduate Student in Audiology. We are hopeful that the reader will find this a useful resource for teaching, clinical work and/or research.

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